



# LEARNING THE Healer's art

BRIGHAM YOUNG UNIVERSITY COLLEGE OF NURSING | FALL 2018

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# Defining and Developing Curricula to Reflect Our Program



The College of Nursing at Brigham Young University recently updated its mission, vision, and values statement to better align with the mission and aims of the university. They now reflect principles that nursing faculty, staff, students, and alumni can understand, support, and emulate in their careers.

BYU COLLEGE OF NURSING MISSION STATEMENT:

Guided by the truths of the gospel of Jesus Christ, we exemplify the Healer's art by leading with faith and integrity; advancing the science of nursing and healthcare; promoting health and wellness; alleviating suffering; and serving individuals, families, and communities.

While the principal components of the college's vision remain the same, the opening phrase has been changed from focusing on a community of scholars to reinforcing the idea that individuals associated with our programs should reflect the teachings of Jesus Christ. The Savior taught the gospel,

and our efforts must focus on His instructions, love, and example.

The idea of holistic nursing is not new; in fact, Florence Nightingale recognized the importance of caring for the whole person. She became one of the first nurses in Western medicine to encourage a patient's preventative and self-care. Our college is no different. For the past 66 years, we have encouraged students, faculty, and alumni to take a "mind-body-spirit-emotion-environment" approach to healing.

This magazine features stories on how our nursing curriculum is improving patient care by expanding to include topics such as electronic health records, team communication, end-of-life care, and empathy through a poverty simulation. It also highlights the college DAISY recognition awards, a unique alumna nursing job to support childhood cancer survivors with a yarn wig service project, and more inspiring learning experiences with nursing students and faculty members.

The publication also highlights the scholarly works of Ryan Rasmussen and Dr. Katreena Merrill, and it includes a faculty spotlight on Dr. Shelly Reed as well as tributes to some devoted faculty members that are retiring or leaving the college.

The number of college alumni events continues to expand each year; we now offer seven activities for your participation: the annual

Night of Nursing in March, biannual alumni career nights in September and January, a wig workshop for The Magic Yarn Project in March, the BYU Women's Conference luncheon in May, the alumni service project in October, and a college reception as part of the Western Institute

Don't miss these great alumni events (2018-2019):

- 2018
- 9/26 Alumni Career Night, 3228 WSC
- 10/13 Homecoming Service Project, 130 KMBL
- 10/18 Speed Luncheon, HC
- 2019
- 1/30 Alumni Career Night, 3228 WSC
- 3/7 6th Annual Night of Nursing, nightofnursing.com for locations
- 3/16 Campus Wig Workshop, WSC Ballroom
- 4/11 College Reception, San Diego Town and Country Hotel
- 5/02 Women's Conference Luncheon, KMBL Patio

Email nursingpr@byu.edu for event details.

of Nursing annual conference—next year in San Diego on April 11! I encourage you to engage with our social media channels for college updates and event information.

Thank you for being a great example and for sharing ways you bless others through nursing. I enjoy hearing your feedback or success with career, family, or academic achievements (nursingpr@byu.edu). ☒

Patricia Ravert

Patricia Ravert  
Dean and Professor, BYU College of Nursing

ANDREW HOLMAN

LEFT TO RIGHT: KENT BLAD, JEFF PEERY, CALVIN PETERSEN



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## 2 Kapow! Super Content Advances in Nursing Education

Nursing students who learn how to use electronic health records, TeamSTEPPS, and end-of-life training modules gain super skills to prepare them for professional practice. See how the BYU College of Nursing has implemented these tools in its curriculum.

## 10 Taking the Initiative for Inspiring Learning

Read about a student who teamed up with a professor to create an assessment tool for nursing homes, write training video scripts, and present details at a leadership conference.

## 15 Unique Jobs: The Magic Yarn Project

Discover the career path one alumna oncology nurse took that has made a difference to thousands of volunteers and childhood cancer survivors around the world.



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ON THE COVER

Three-year-old cancer survivor Ryver wears a princess-style yarn wig she received at a college-sponsored service project for The Magic Yarn Project. Photography by Andrew Holman.

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# SUPER CONTENT ADVANCES

## IN NURSING EDUCATION

APPROVED  
BY THE  
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AUTHORITY

**D**ECADES AGO, having one superhero on the big screen was impressive and made for a blockbuster picture. The hero would show viewers how impressive their powers were at solving problems. However, during the past few years, major film studios have combined multiple comic book characters onscreen for epic battles and sensational results. These movies depict how teamwork, communication, and unique skills can solve any problem in the universe.

The nursing curriculum is no different. Laying the foundation for a culture of teamwork, new technology, and compassion requires embedding easy-to-use techniques into existing structures. It must become a way of life, not just another short-term initiative. Over the past sixty-six years, the College of Nursing at Brigham Young University has implemented new content in its program that, on its own, makes for improved learning. But when multiple concepts combine, the result is an advanced nursing education.

Below are a few of the pieces of "super content" the college uses to make a difference.



### TEAMSTEPS TOOLS

Many nurses know that Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS or TS) is a teamwork system developed by the Agency for Healthcare Research and Quality and the Department of Defense to improve communication and teamwork in healthcare. While studies have validated its clinical use, research on how to incorporate it into a nursing program is limited.

The Emory University School of Nursing reported in 2010 that they had 213 students complete a four-hour TS training. The results demonstrated that exposure to teamwork concepts and skills improved knowledge and attitudes despite limited exposure (bit.ly/2IaTQXK).

To make the instruction more significant, faculty members at the BYU College of Nursing wanted to learn if TS content could be incorporated into their nursing program (more than a one-time training). Assistant teaching professor Dr. Michael Thomas became certified as a TS master trainer and incorporated the TS system into his class on communication for nurses. He also wrote a university mentoring environment grant to get his teaching assistants for the class and other nursing faculty trained as TS trainers.

Thomas asked students to complete reading assignments, watch video presentations, and apply TS tools to various scenarios. The materials focus on improving teams through five key principles: team structure, communication, leading teams, situation monitoring, and mutual support. Each area contains tools and strategies that can be utilized effectively in nursing simulation to teach students vital communication techniques.

BY JEFF L. PEERY





The numbers from his study suggest that TS communication can empower nursing students to become more effective communicators and members of a healthcare team.

(See page 30 of the fall 2017 college magazine: [nursing.byu.edu/Content/development/fall2017-online.pdf](http://nursing.byu.edu/Content/development/fall2017-online.pdf).)

One success story in using TS to improve communication in a healthcare environment comes from fourth-semester nursing student Giuliana Gillespie. Last December her grandfather experienced shortness of breath, and because of his preexisting heart condition, he decided

to go to the hospital. The physician assistant (PA) ordered some tests and thought it was probably just an infection. Later in the day, her mother asked for an opinion and insight. Giuliana's first thoughts were "I don't know anything," but then she recalled all the knowledge she had obtained from her gerontology semester.

After talking with her grandfather further, she thought that the symptoms pointed to a pulmonary embolism (PE). She thought the PA would know more than she did, but she couldn't shake the feeling she was right. A discussion with her father made the family realize they should consider this possibility.

When they reached the emergency room, her father suggested they first check

for a PE; after a short time, they found that Giuliana's diagnosis was correct!

Because of a clinical simulation experience that involved a situation in which she had to call a provider and recommend a change to her patient's treatment, Giuliana gained the confidence and the knowledge she needed through the SBAR process to speak up and save her grandfather's life.

Since the initial implementation of TS in the college, Thomas has integrated the system throughout the second semester of the nursing program and has worked with course coordinators to determine how to utilize the materials in all program semesters and clinical labs.

Before the start of the 2017–18 academic school year, Thomas brought in national instructors for a two-day faculty TS Master Training session; more than four dozen faculty, adjunct faculty, and clinical staff completed the certification.

In June, a research group comprising Thomas, assistant teaching professor Stacie S. Hunsaker, and four nursing students—Amber Anderson (fourth semester), Kapri Beus (sixth semester), Camry Shawcroft (fifth semester), and Sara Durrant Weeks (BS '18)—presented their success and findings at the American Hospital Association annual conference in San Diego.

Usually attendees at these types of conferences are hospital representatives who are trying to implement specific techniques in their hospitals. However, by learning the tools now, nursing students can get further ahead and be leaders to those around them through their example in using these skills.



## ELNEC COMPONENTS

Across the nation, there is growing concern that inadequate time is given to education on palliative care for chronic or hospice patients, especially with the increasing geriatric population.

To address the issue, associate teaching professor Karen H. de la Cruz became a certified End-of-Life Nursing Education Consortium (ELNEC) trainer and then integrated the ELNEC principles into the BYU College of Nursing curriculum. As a result, content was included in many courses to strengthen palliative care knowledge, increase student confidence to care for dying patients, and apply the principles to future careers.

"Throughout the classes of the six-semester nursing program, students are taught and reminded of various components of the palliative care core," says de la Cruz, "topics that include assessing physical needs, such as pain, symptoms, or functional status; items that address psychological and psychiatric needs, including depression, anxiety, grief, and bereavement; and, of course, . . . social needs and spiritual needs."

During the 2017 fall semester, the college introduced the ELNEC Undergraduate Online Curriculum as a voluntary noncredit certification course for second- and third-semester nursing students. In just one year of implementation, more than 200 students began the six interactive online training modules.

"Unlike other healthcare professionals, nurses have the opportunity to spend time at the patient's bedside [and are] able to get to know the patient and family and their goals of care, explain different treatment options, and advocate for them," says de la Cruz. "These principles prepare students to offer support that promotes quality of life by anticipating, preventing, and treating suffering."

Nationally, over 9,000 students at more than 200 schools of nursing have completed or are completing the curriculum

since the launch of the modules in January 2017. Utah was one of four Cambia Health Foundation-funded states that allowed students to use the training at no cost; BYU is among the eight schools in the state to take advantage of the grant. The initial funding year is over, but the college administration understands the value of the material. They plan to continue offering the certification to students and supplement the fees from college funds (rather than require the \$29 cost per person per year).

"In addition to the module training, we will continue to look for opportunities to enhance palliative care content into our curriculum with additional items such as cultural issues, ethical and legal implications, and ways to strengthen nursing leadership."



## VETERANS COURSE

Men and women of all ages might be veterans, and they have had a wide range of experiences and face a variety of health challenges. So how do nurses best learn to care for them?

Since 2005, the BYU College of Nursing has offered a class exclusively focused on military veteran care—a class that was among the first of its kind in the U.S.

Developing empathy for and emotional understanding of their patients is one clinical aim of the college's public and global health nursing course. Designed and implemented by teaching professor Dr. Kent D. Blad (MS '99)—a veteran himself—this course teaches students to safely and competently care for the veteran population.

The college's accrediting body, the Commission on Collegiate Nursing Education, established a national initiative to enhance the level of veteran nursing education nationwide. Upon hearing of Blad's success, they asked the college for support.

*"Learning who they are and what they have experienced will help a nurse to better care for them. . . . These students sit down with veterans and listen to their stories."* —DR. KENT D. BLAD

Wounded veterans at the Walter Reed National Military Medical Center. ▲  
BYU nursing students prepare for their careers in the Mary Jane Rawlinson Geertsen Nursing Learning Center in the Spencer W. Kimball Tower. ▼

*She couldn't shake the feeling she was right.*

*After a short time, they found that her diagnosis was correct!*





veterans to visit and reflect at their war memorials in Washington, DC. BYU nursing students have the opportunity to serve as program guardians, providing constant companionship to each veteran and offering medical and personal care.

One measurement of Blad's influence is that almost a third of students from the past decade have found employment at VA facilities because of their desire to work with veterans after taking the class.

To allow more students to gain exposure to this topic, Blad identified additional courses in which to include veteran care training, such as Preview of Nursing, Nursing Care of the Older Adult, Communication Lab for Nursing Majors, and Psychiatric and Mental Health Nursing. He developed materials that provide talking points for peer professors to use in their classes as a natural way to discuss veteran needs and characteristics in any environment.

With the help of Hunsaker and Deven R. Jennings (BS '16), they researched, compiled, and created (from scratch) a complete educational simulation for nursing students to enhance knowledge and skill in caring for veterans and examine the impact of post-traumatic stress disorder (PTSD). They shared their success at several conferences and presented a bill to the National Student Nurses' Association conference in Orlando, Florida, about the issues involved with this treatment.

Regardless of the nursing syllabus, students learn that nurses must be better listeners—not just to their veteran patients, but to all in their care. Sometimes the hardest wounds to heal are not the visible physical wounds but the unseen wounds; every effort made to help veterans heal emotionally, spiritually, and mentally will increase their quality of life.



### ELECTRONIC HEALTH RECORDS

Besides the didactic areas mentioned above, one area that continues to expand is the nursing program's clinical labs and use of simulation to reinforce classroom techniques.

Since the fall of 2016, the college has incorporated electronic health record (EHR) software for nursing program semesters one through five and the graduate program year one. As students complete their labs in the Mary Jane Rawlinson Geertsens Nursing Learning Center (NLC), they record what they did in the EHR system.

"Students do not spend time searching for a piece of information in a paper chart," says Colleen Robertson Tingey (AS '82, BS '88), NLC supervisor. "With EHR, they glance over the patient's summary boxes or view related documents in the chart. Most important, we teach the process of charting so they can input descriptions of treatment and patient reaction."

To teach these concepts, the college selected an EHR system called MedAffinity. It can be adapted to new curriculum content, ideas, and standards, which means that the system does not dictate the way the program must be used.

The NLC also created standardized patients within the system. As cases

unfold from one semester to another, data and documents related to that patient become available in the system. The information can be reset for each lab, so students from each class have the same experience and opportunity to complete the scenario.

Assistant professor Dr. Deborah O. Himes (BS '91) sees additional benefits in teaching students how to document their work beyond just their legal protection. "In a sense, learning how to chart well makes you a better nurse because you think about the outcomes you have to chart when you get to the end," says Himes. "You do a care for a patient, and you go back to chart it, and you can evaluate how it went based on how the patient reacts."

College administration realizes that using EHR turns static simulation scenarios into a truly interactive environment as faculty and simulation staff can assess a student's charting along with the rest of the simulation experience.



Superhero movies have managed to stay fresh by including other genres or elements in them; so has the BYU College of Nursing. Programs that consider new ways to develop skills or showcase technology are perhaps the real heroes.

As the field of nursing continues to gain expertise, the healthcare industry is changing to adapt to the current needs of society. Instead of implementing quick, one-semester changes, nursing education must focus on improving patient experience, developing nurse leadership skills, and looking forward to contributing as a team member. +

# THE OUTBREAK OF SUCCESS

at BYU College of Nursing

By **Steven Tibbitts**

Usually a visit from the Centers for Disease Control and Prevention (CDC) is a reason for concern. However, last March, the CDC representatives who visited the College of Nursing at Brigham Young University were not responding to an epidemic; instead, they were meeting with associate professor Dr. Beth Luthy (MS '05) and assistant teaching professor Lacey Eden (BS '02, MS '09) to discuss their work on vaccine awareness.

"We came [to Provo] to highlight [BYU's nursing] faculty as vaccine advocates and document what they're doing to prepare future leaders to be vaccine advocates and what they're doing for risk communication and vaccine-hesitant parents," says Jennifer Hamborsky, a health education specialist at the CDC and one of the principal authors of the CDC's famous "Pink Book," a handbook that provides physicians, nurses, nurse practitioners, pharmacists, and others with the most comprehensive information on routinely used vaccines and the diseases they prevent.

The CDC—a federal organization described as the nation's health protection agency—is well known for responding to disease outbreaks such as the Zika and Ebola viruses. However, the CDC's work includes many other facets of public health, including promoting vaccinations among Americans.

Initially the CDC came to highlight Luthy and Eden as recipients of the CDC's Childhood Immunization Champion Award. (Luthy received the Utah honor in 2016, and Eden in 2017.)

In 2015, Luthy was appointed by President Obama to serve on the Advisory Commission on Childhood Vaccines, and she serves as its interim chair. Eden played a critical role in the passing of Utah House Bill 308, which requires parents who choose to exempt their chil-

dren from vaccinations to complete an educational module (developed by Eden and several nursing students) that teaches about the risks associated with being unvaccinated.

After touring the Mary Jane Rawlinson Geertsens Nursing Learning Center (NLC), the CDC realized there was a whole immunization team at BYU. The scope of their project expanded to obtain footage for a separate project they were working on that highlights nursing schools across the country that instill the importance of immunizations in nursing students.

Some of the topics captured that day include the college's birthing simulator,

uate nursing curriculum, IRUN (immunization resources for undergraduate nursing)," Hamborsky says.

The interviewing also included a special focus on Eden's Best for Baby mobile app as well as her immunization-exemption module (see the spring 2016 magazine for related stories) and a children's book written by Luthy about the importance of vaccinations (see the spring 2014 magazine). All are hopeful that the visit will produce meaningful results in the world of vaccination promotion.

"Beth and Lacey are clearly superstars, and the facility is wonderful and state of the art," says Hamborsky. "It is great



CDC representatives film training segments involving BYU nursing students and faculty.

the high-fidelity manikins, a classroom situation, lab procedures, and pediatric scenarios. All of the footage shot was in the NLC—with various students and faculty members participating—and incorporated something about immunizations. (Note: The college will share links to the materials once they become available.)

"The expected outcomes are that there will be several video resources for healthcare providers and there will also be video resources that will go into an undergrad-

to have the opportunity to share their work—not that it hasn't already been, but we'll be able to highlight it nationally."

"It was surreal to be interviewed by the leaders of the immunization world," Eden says. "I had a feeling of validation that all of our hard work is making a difference." Luthy feels similarly: "Thanks to the efforts of so many people in the College of Nursing, I believe the College of Nursing is definitely on the radar of the CDC." +





# Nursing the Impoverished

BY CALVIN PETERSEN

It is no secret that poverty is a big problem. The American Council on Science and Health went so far as to call it “the world’s deadliest problem.” In fact, nearly 29,000 children under the age of five die every day because of poverty, according to UNICEF. As global leaders struggle to find solutions, nursing students at Brigham Young University have found a unique way to develop understanding and compassion for the impoverished.

## An Exercise in Empathy

As they learn the Healer’s art, fourth-semester nursing students at BYU gain Christlike empathy for their patients by participating in a poverty simulation.

First conducted by Missouri Community Action, the simulation creates a community of more than 20 volunteers who act as bank tellers, pawnbrokers, grocery store cashiers, schoolteachers, mortgage collectors, and other community personnel. Eighty students populate the simulated community as they role-play the

lives of low-income families. Associate teaching professor Gaye Ray and Provo Community Action executive director Karen McCandless organize the simulation each semester.

Before the 2018 winter semester simulation, Ray told students, “We hope that by inviting you to walk in the shoes of the impoverished, in a small way you will understand what it is like to have a shortage of money and an abundance of stress. We hope you will be more sensitive to the feelings of those who are living in crisis and be more thoughtful in your future careers.”

Students participating in the activity randomly become members of 16 different families. Each family was given a packet with information describing the family’s situation and its members, based on real-life stories and people.

Family members only had a few minutes to make sense of the transportation passes, identification cards, bills, and money that spilled from thick manila envelopes before the whistle blew. Then

the first of four 15-minute simulated weeks began. And chaos followed.

### The Boling Family Strikes Out

As students raced to their jobs, school, the bank, the grocery store, and other community stations, five students, role-playing as members of the Boling family, quickly realized how stressful the poverty simulation would be.

To begin with, because 42-year-old Ben Boling (portrayed by Shelby Benally) recently lost his job, the family barely had enough money to purchase transportation passes so that 39-year-old Betty Boling (portrayed by Mary Erdman) could get to her full-time job.

Luckily the school bus picking up the Boling’s three children—pregnant 16-year-old Barbara (portrayed by Amy Sutherland), 8-year-old Brian (portrayed by Jane Goodfellow), and 10-year-old Bart (portrayed by Joanna Ostler)—was free.

However, after only a week, Ben had a stroke and was hospitalized for the

“I had an aha moment: people are not poverty.”

remainder of the simulation. To make things even more stressful, Barbara was expelled from school, and the two boys were suspended for cheating.

Betty tried to put on a brave face as her family fell apart around her.

The last three weeks of the simulation were hard. At one point, Barbara was taken by the sheriff to juvenile hall for possession of illegal drugs. Then the electricity was turned off because Betty could not make the payments. “This is so stressful!” said Betty. “I feel like I am the only one taking care of things. I work full-time, so I do not have time to buy food and pay bills, my husband is out, and I have three kids.”

In the final week of the simulation, the sheriff arrived to take Betty to jail for defaulting on a bank loan. Barbara tried to cash Betty’s last check to make bail, but the bank refused to help an under-age customer. Barbara looked around frantically, hoping for some aid in a hopeless situation. Then the whistle blew a final time, and the event ended.

Although the simulation may not have been real, the stress was real, and every student came to know, if just for

a moment, part of what it feels like to be impoverished.

### Determined to Do Something

The poverty simulation’s impact on the 64 nursing students and the 16 members of a visiting class (those invited to attend have included exercise science, psychology, or public health) were evident in the discussion following the simulation.

“I learned to have more patience with people because you never know what is going on in their lives,” said Emily Santillan. “It is easy for us as nurses to say, ‘Why aren’t you taking your meds? Why aren’t you eating your fruits and vegetables? It is so important; why aren’t you doing these things?’ But we do not see the whole picture. We have to be tolerant of them.”

Emily Miller discovered the value of community resources in the simulation. “I feel like, as a nurse, I need to be more aware of resources that are available in the community to best help my patients,” she said.

Students later shared additional feelings about the experience in reflection papers. “I had an aha moment; people are not poverty,” one wrote. “I learned how the situations people are placed in could influence how they act and explain why they make the decisions that they

do,” wrote another. Ray evaluated these reflection papers during the past five years to gauge how the poverty simulation changes student empathy levels.

In addition to the reflection papers, Ray administered the Jefferson Scale of Physical Empathy to students pre- and post-participation in the simulation. A paired *t* test was conducted to assess differences in empathy scores from pretest to posttest. According to Ray’s study, the test was significant,  $t(50) = 2.4, p = .02, d = .28$ . Empathy scores increased from pretest ( $M = 113.1, SD = 9.9$ ) to posttest ( $M = 115.8, SD = 9.2$ ).

## “You never know what is going on in their lives. . . . We do not see the whole picture.”

—EMILY SANTILLAN

“Overall, nursing student empathy increased significantly as a result of poverty simulation participation,” concluded Ray.

Ray’s research suggested that students had specific impactful moments during the simulation, whether from their assigned roles, from the extreme behaviors they observed, or from their interaction with community resources. Nevertheless, Ray does not expect a three-hour simulated experience to change students’ perceptions or understanding of poverty completely; she hopes that students become sensitive to, and more aware of, some of the struggles of the impoverished.

The poverty simulation taught BYU nursing students that, while they may not be able to solve the “world’s deadliest problem” of poverty overnight, they can help solve the health challenges of their patients today. “Even though we can’t change their whole world with just one act,” said Lauren Young, “we can do something.”

Bottom inset: BYU nursing professor Gaye Ray instructs students before they experience simulated poverty. Bottom: The simulation asks participants to pay their bills, find work, and support their family’s needs.





## Taking the Initiative for Mentored Learning

By **Jonathan Schroeder**

Fifth-semester BYU nursing student Jeana Escobar has never been afraid to take the initiative. At the age of 16, Escobar performed her first surgical operation after her dog developed a tumor on the scruff of his neck. Before her parents could stop her, Escobar went to her dad's tool bench, found some sharp tools, and took the tumor out herself (much to her parents' dismay and the vet's amazement). Now years later, Escobar's initiative has led her to a new project—a unique mentored-learning opportunity to develop a post-fall assessment tool for nursing homes.

It all started in Escobar's second-semester gerontology course. Associate teaching professor Dr. Blaine Winters paused during the lecture to mention he was interested in writing a paper on post-fall assessments.

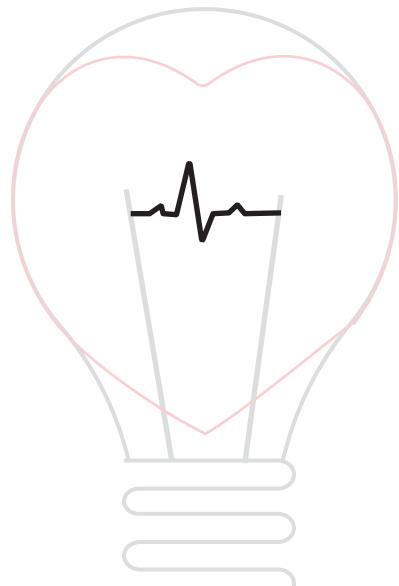
"Whenever a patient falls in a medical setting, you need to do a thorough assessment to make sure they are okay before you put them back into bed," Escobar says. "But often in a long-term care facility, the person who finds the patient does not have the proper training to conduct those assessments."

She continues, "In high school, my teacher always talked about the importance of getting involved in your discipline during college. It is the best time because you have time and you have plenty of opportunities to interact with professors. The only thing holding you back is yourself. So when I heard Blaine mention this paper, I knew I needed to take advantage of this opportunity."



Jeana Escobar (center) is learning from two great examples: Tracy Dustin (left) and Dr. Blaine Winters.

Within a few weeks, Escobar was hired as a research assistant and began meeting with Winters and assistant teaching professor Tracy Dustin, her new mentors. Together, the three of them sifted through dozens of studies and academic articles for information on post-fall assessments. Much to their surprise, only four articles have been published on the subject over the past two decades. The team made a decision that none of them had anticipated: instead of just writing a paper, they would develop a standardized post-fall assessment tool.



The post-fall assessment tool they developed considers the advanced trauma life support (ATLS) program as well as other post-trauma assessments. It makes providing better patient care straightforward for long-term care facility staff. And while some college projects seem like busywork, Escobar says she has enjoyed being fully involved in this opportunity.

"The professors serve as mentors and are so supportive," Escobar says. "They make me feel like I am an equal member of the team. I do not feel like it is their project and I am just a footnote somewhere, helping them file papers. I am equally involved with them, and they value my input."

After the development of the tool, Escobar, Winters, and Dustin worked with the College of Nursing media team to create training videos explaining the tool to long-term care facility personnel. The videos are part of a training campaign introduced at care facilities in Utah Valley during summer 2018. This team will present their findings on the effects of the videos at the Utah Nurses Association Conference in September. 📍

ANDREW HOLMAN

## Organizational Learning and Improving Hospitals

By **Debbie Silversmith**

As a senior in the nursing program, Hannah Hoyt (BS '17) worked alongside her mentor, assistant professor Dr. Bret Lyman, to conduct a pilot study surveying organizational learning in hospital units. Organizational learning is the process of creating and disseminating knowledge within an organization. This knowledge can help the organization identify and improve units or areas that aren't performing as well. This is significant because the overall performance of the hospital is linked to the performance of individuals units.

By looking at the factors that affect organizational learning, Hoyt and Lyman identified parts of the process that were less effective and needed to be changed. After collecting data on how different factors affect organizational learning, Hoyt felt that they could refine their survey for a larger scale in the future.

Hoyt worked with Lyman to determine which outcomes were most important to the hospital. One was excellent patient experiences, which is a common goal for most medical institutions. Currently, patient experience is closely related to reimbursement and a hospital's financial viability. A better patient experience allows a hospital to be more profitable and expand to provide more healthcare options. Also, improved organizational learning can prevent errors in hospitals that cause thousands of deaths annually. After learning about these goals, Hoyt wanted to develop a tool to improve organizational learning and meet the established outcomes.

They began the project by preparing literature and survey questions to administer in a hospital unit. The surveys were reviewed and refined by experts at Harvard Business School, Yale, and the VA Boston Healthcare System and were then rated by relevance. Hoyt also conducted several cognitive interviews with registered nurses to eliminate confusion.

After a rigorous review process, they developed three survey instruments that would distinguish the presence of environmental factors, actions, and developmental characteristics within the organizational learning process. By understanding pieces within each category, it would be easier to determine parts of the process that need to be improved. Hoyt hopes that this survey can be used and expanded in the future to help hospitals prevent fatal errors and increase in financial value.

Hoyt and Lyman wrote about their project and the survey development process for future nursing publications. Reflecting on her mentoring experience, Hoyt says, "It helped me feel more connected to the scientific and research side of the nursing field and gain confidence in my ability to pursue higher education." Hoyt and Lyman also presented their findings at the Western Institute of Nursing in Denver before Hoyt's graduation in April 2017.

Hoyt is currently a registered nurse at Huntsman Cancer Hospital in Salt Lake City. Her plans include becoming a family nurse practitioner or pursuing a doctoral degree so that she can return to teach in a university nursing program. 📍

*This story first appeared in the winter 2018 Collaboration, a BYU mentoring newsletter published by the BYU Office of Research & Creative Activities.*

### THE COLLEGE OF NURSING'S MENTORED-LEARNING PROGRAM

is seeing an increase in the number of students desiring to participate. Faculty members have also established more projects in which students can work directly with them in their field of research or on projects contributing to the discipline. Mentoring is as vital to a faculty member's success as is teaching and participating in scholarly works.

This student-focused approach to scholarly works produces unique learning that in some instances can happen only at a place like BYU, where the most critical result is not the discovery of new knowledge or faculty development but student growth through research and contribution to the discipline.

As announced in 2016, the college began a mentored-learning campaign to raise money so that faculty can receive in-house grants to fund mentoring of students through various projects. This funding benefits students as they are mentored by faculty to advance the discipline and ensures the quality and commitment of the next generation of nurse scholars. Donations—large and small—have been made by kind alumni and friends of the college. The campaign has reached 38 percent its goal and continues to grow; please consider making a donation online at [give.byu.edu/nursing](https://give.byu.edu/nursing).

# Night of Nursing

By **Jonathan Schroeder**

For the past five years, Night of Nursing has been a highly anticipated event for nursing students and alumni alike. This year was no exception. In March, more than 425 BYU alumni and friends of the College of Nursing at Brigham Young University came together to network, reminisce, and—uniquely, this year—hear from a former nursing faculty member, Barbara Perry (left). With participants at 40 different locations across the nation tuning in to hear her remarks, this year's gatherings became the largest college-sponsored alumni event.



Many alumni may not be aware that Sister Perry, a distinguished nursing professional, is a graduate of the LDS Hospital School of Nursing and spent 15 years at LDS Hospital in Salt Lake City. During that time, she became the head nurse for the labor and delivery unit, which averaged 500 deliveries per month (about 17 babies per day).

"Because of my preparation and experience in obstetrics, it was always a special blessing to be there with family and friends as new life came," she recalled. "It never became routine, and it was always a thrill."

She later accepted a teaching position at BYU, where she taught associate-level nursing courses for four years. During this time, she met and married Elder L. Tom Perry of the Quorum of the Twelve Apostles.

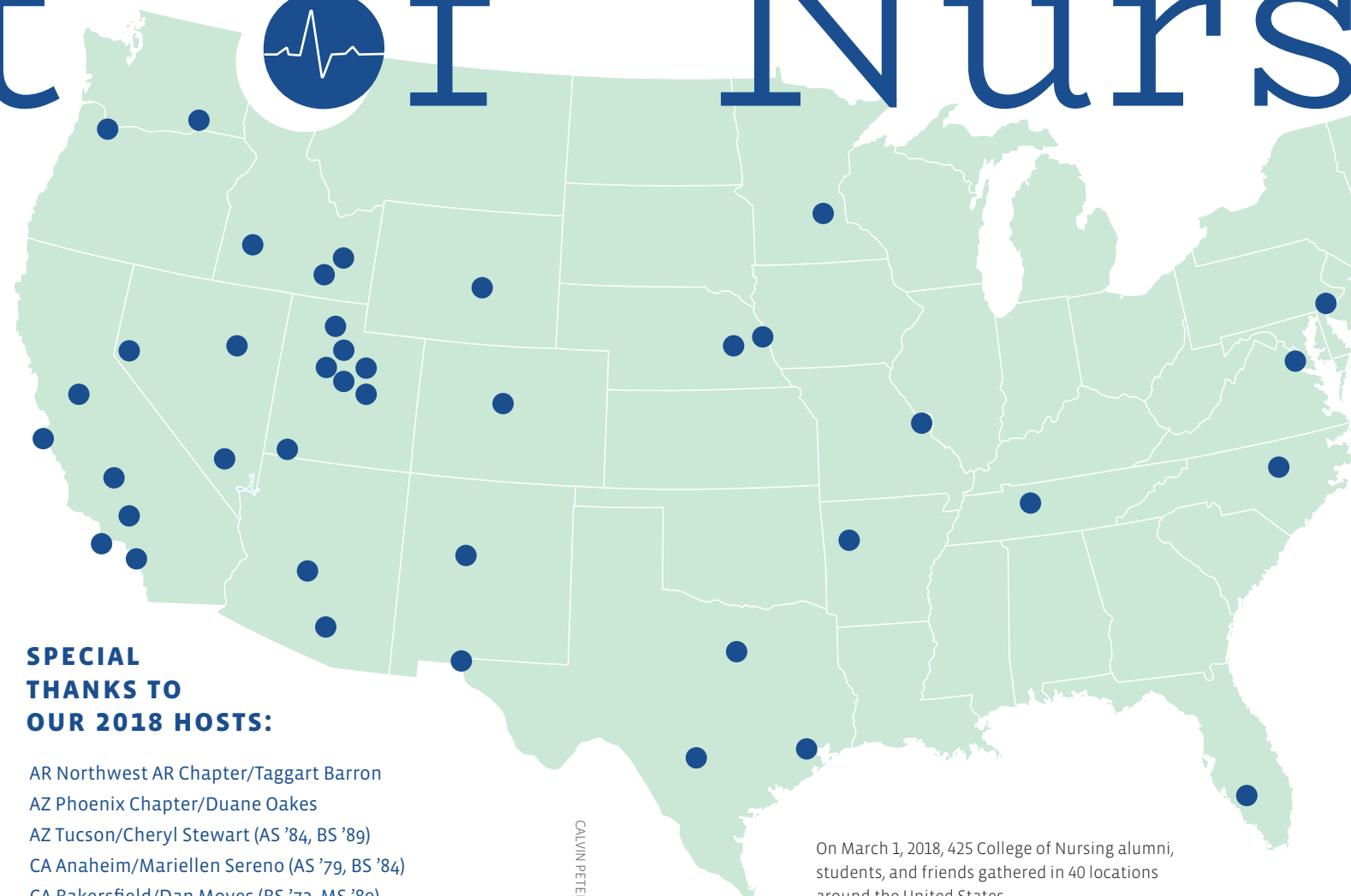
"I will be forever grateful for my nursing education and experience that allowed me to provide the necessary care for my dearest patients," Sister Perry said. In the years following her marriage, she used her nursing skills to care for not only her late husband but also her parents, who required extensive care during the final years of their lives.

"I wish you success in your careers as nurses, for those who are already nurses and for those who are becoming," she concluded. "It's a great profession, it gives you a lot of opportunities for different work experiences, different time shifts, and it will bless your lives. I pray that you will go forward and enjoy and appreciate the blessings of such a profession."

This event allowed university and nursing alumni and friends to join in small groups around the nation to learn about current college happenings, to network, and to reminisce about campus experiences.

Many volunteer hosts for the evening noted how easy it was to sponsor their event because of the kit they received from the college with almost everything needed to produce their gathering: marketing materials, host guide, and door prizes with raffle tickets. 🇺🇸

! The next Night of Nursing is **Thursday, March 7, 2019**. There are two ways to participate: **Host**. Let us know if you are willing to host an event in your community by emailing [nursingpr@byu.edu](mailto:nursingpr@byu.edu). **Attend**. In February 2019, visit [nightofnursing.com](http://nightofnursing.com) to view location details.



## SPECIAL THANKS TO OUR 2018 HOSTS:

AR Northwest AR Chapter/Taggart Barron  
 AZ Phoenix Chapter/Duane Oakes  
 AZ Tucson/Cheryl Stewart (AS '84, BS '89)  
 CA Anaheim/Mariellen Sereno (AS '79, BS '84)  
 CA Bakersfield/Dan Moyes (BS '72, MS '80)  
 CA Fresno/Joan Goss (BS '70)  
 CA LA North Chapter/Steve Bush  
 CA Sacramento/Susan Manning Hawkins (AS '73)  
 CA Silicon Valley Chapter/Tina Hill  
 CO Denver/Craig and Nancy Tibbitts  
 DC Washington Chapter/Sarah Jensen  
 FL Southwest Chapter/Doug Lewis  
 ID Boise/Tammy Burt Rampton (BS '05)  
 ID Chubbuck/David P. and Chalese A. Adams (both BS '15)  
 ID Idaho Falls/Kevin McEwan  
 MN Chaska/Melissa Heinonen (BS '07)  
 MO St. Louis Chapter/Byron Goodrich  
 NC Apex/Emily Vest Covey (BS '08)  
 NE Lincoln Chapter/Aaron Robinson  
 NE Omaha/Paige Romero (BS '14)  
 NM Albuquerque Chapter/Jared Rounsville  
 NV Elko Chapter/Julie Billin  
 NV Las Vegas/Tracey Bates Long (BS '86)

425  
nursing  
alumni

On March 1, 2018, 425 College of Nursing alumni, students, and friends gathered in 40 locations around the United States.

NV Reno Chapter/Ken Lund  
 OR Portland Chapter/Weston Nelson  
 PA Philadelphia Chapter/Norameh Neu  
 TN Nashville Chapter/Seth Killingbeck  
 TX Dallas Chapter/Jeff Bush  
 TX El Paso Chapter/Sally Dinsmoor  
 TX Houston Chapter/Travis Bourne  
 TX San Antonio Chapter/Kathleen Ainsworth  
 UT Cache Valley Chapter/Sharilee Griffiths  
 UT Heber City/Elizabeth Manning McCombs (AS '79, BS '84)  
 UT Kaysville/Tiffany Poulsen Schwebach (BS '99)  
 UT Provo/Alumni Board  
 UT Salt Lake City/Kathlyn Jarvis Thatcher (AS '82, BS '89)  
 UT South Jordan/Alumni Board  
 UT St. George Chapter/Greg Walker  
 WA Kennewick/Ann Bendixsen Bushman (BS '88)  
 WY Casper Chapter/Blake Cleverly

1  
night  
only

## ONE EASTERN UNITED STATES HOST EXPLAINED

how their group was meant to come together that night. During the evening, group members shared how they use the Healer's art in their homes. The spouse of an alum who recently moved to the state told of the struggle they had with trying to get pregnant and about her two difficult miscarriages. She talked about how her husband was able to care for her and help her in ways that she wouldn't have thought of herself.

Later in the evening, as most of the guests departed, another alumna thanked the woman who discussed her pregnancy issues. She told how she recently had a miscarriage at 17.5 weeks and was still struggling to find peace. It was traumatic, and medical professionals did not help her through the experience, leaving her feeling empty and confused.

Four nursing alumnae revealed that they had all had miscarriages. Two are labor and delivery nurses and have cared for patients who had lost a baby in utero. One is an FNP and practices in an OB-GYN clinic doing women's health.

"It was very clear that our [Night of Nursing] group was meant to be together," says the host. "Because one person shared her story, it allowed someone who was struggling to open up, and we were all able to comfort her through our experiences. The night did not fix her struggle or pain, but I hope that she felt love and support from all of us, and I feel that she did."

Another interesting note is that several people did not want to come to the activity, and they almost chose not to attend. "But they came, and we had a great night together," says the host. "I learned once again that God is in the details of our lives through the experiences that happened tonight. I am sharing this because I want others to know that what we are doing is making a difference and bringing people closer together and closer to Christ."

Feedback from each event was similar, as alumni shared experiences of how the activity seemed to strengthen them—best friends reuniting in Texas, answers to prayers in Nevada, a job prospect in Utah, business opportunities established in California, and so on. Story after story reflects on the value of alumni coming together to network, reminisce, and have fun.



## Compassionate Individuals Receive College

# DAISY Awards

By Calvin Petersen

The College of Nursing at Brigham Young University partnered with the DAISY Foundation to recognize assistant teaching professor Gaye Ray and nursing student McKenzie Weir for their extraordinary compassion.

The DAISY Foundation is a nonprofit organization, established in 1999, by the family of Patrick Barnes. He died from complications of immune thrombocytopenic purpura, an autoimmune disease, at the age of 33. The Barnes family decided to do something positive to honor him. After his death, they founded DAISY—an acronym for *diseases attacking the immune system*—to thank the nurses who cared for him and recognize exceptional nurses around the world.

### DAISY Faculty Award

Associate teaching professor Gaye Ray received the DAISY Faculty Award with nominations from four different individuals. Their reasons for why she is deserving center on her compassionate personality.

“Nothing feels better than when Professor Ray is proud of you. The day is a little brighter after talking with her,” said McKenna, a BYU nursing student. Other students had similar things to say about Ray.



The college recognizes compassionate individuals each semester. Pictured with Dean Ravert (center) is Ray (left) and Weir.

Annie said, “Gaye values the unique gifts of others by helping us see that we all have different gifts and talents and can use them to help our careers in the future.”

Madeline added, “Gaye is the reason why I stayed with nursing when I was certain I would quit. Her compassion, intellect, and zeal for nursing inspired me to want a life like hers, a life where she creates happiness and spreads it wherever she goes. Not only is she brilliant, but she does not act like she is better than anyone else. She sincerely cares about each person and works so hard to make the world better.”

“First and foremost, Gaye loves Jesus Christ,” said Maggie. “It is because of that love that she is so ready and able to love those around her. She pushes all of her students to be the best they can in a kind and compassionate way.”

### DAISY In Training Award

The college also honored nursing student McKenzie Weir with the DAISY In Training Award. Weir believes in looking out for individuals who need a friend or simply a kind smile to make it through the day. She feels that taking time to remember someone’s name is important, and she follows this practice with peers, classmates, and people she meets at church.

Kayla, the nursing student who nominated Weir, wrote, “Kenzie is always the one in class to keep things in perspective and reminds those that struggle that they are cut out to be nurses. She follows up on personal situations and offers support to her peers—perhaps the poster child for seeking and giving help!”

*The College of Nursing congratulates Gaye Ray and McKenzie Weir for this significant recognition.*

## Unique Jobs: The Magic Yarn Project

# Crafting Yarn Wigs for Children Battling Cancer

By Calvin Petersen

BYU alumna Holly W. Christensen (BS ’06) smiled in wonder as the assembling of the last yarn wig finished and The Magic Yarn Project’s largest-ever wig workshop came to a close.

“No one leaves these workshops without a smile on their face or without feeling like their simple act of love will make the world a better place,” says Christensen, a cofounder of The Magic Yarn Project.

The nonprofit organization began in 2015 when Christensen, a resident of Palmer, Alaska, discovered that the daughter of her BYU nursing classmate Rachel Gammon Mecham (BS ’06) had lymphoma.

Shortly before that, she had been praying to feel more comfort, peace, joy, and purpose in her life (despite having three young children, a happy marriage, and a great career). Those early-morning prayers gave insight for her to find others to serve.

“As an oncology nurse, I have worked at the University of Texas MD Anderson Cancer Center in Houston—perhaps the nation’s preeminent hospital for cancer treatment,” she says. “I’ve seen the worst of the worst. And I have been drawn to people suffering in that way ever since. One of the things I learned in this situation is that I cannot do everything, but I can do something.”

For Christensen, doing something meant crafting a yarn princess-style wig for the girl to wear. Watching her put on the wig and twirl around in a pink dress with a carefree smile, Christensen decided to make more wigs.

Now three years later, The Magic Yarn Project has been featured on TV programs (ABC News, *Today*, CNN), in national print and online publications

(*Huffington Post*, *People* magazine), and in dozens of various healthcare-related bulletins. The organization has given joy to more than 9,300 children battling cancer in 42 countries. Each child has received a handmade princess or pirate yarn wig at no cost, made by a volunteer at one of the many wig workshops around the nation.

Because of the foundation’s success, Christensen has had to cut back her hours as a nurse. However, the same kindness and empathy she shows her patients goes into every wig she crafts and every wig workshop she hosts.

“I certainly never intended this cause to become such a huge part of my life and for my family and me to sacrifice so much for it, but it is worth it,” says Christensen. “Not only are we serving these children and their families by bringing them joy, but we are bringing happiness into the lives of so many volunteers with the opportunity to create a little magic for children around the world who are going through so much.”

The College of Nursing sponsors an on-campus wig workshop for the foundation each spring. This year 301 wigs were created in just over eight hours by nearly 500 volunteers (the year before, volunteers made 153 wigs); 125 of the wigs were donated to patients at Primary Children’s Hospital (where nursing students complete a pediatric clinical practicum). The next event is scheduled for Saturday, March 16, 2019, in the ballroom of the Wilkinson Student Center from 9 a.m. to 5 p.m.



Christensen (left) and volunteers nationwide support children with cancer.

*Christensen will be honored during homecoming with the college’s Alumni Achievement Award and will present a campus lecture to alumni, students, and friends on Thursday, October 11, at 11 a.m. in room 270 of the Spencer W. Kimball Tower.*

**Do you have an interesting job or career? Let your peers across the country know how you use your nursing degree. Email [nursingpr@byu.edu](mailto:nursingpr@byu.edu). Your news may be included in the next edition of *Learning the Healer’s Art*.**



# Alumni Updates



**Melissa Scott Swensen (BS '99)** received the President's Volunteer Service Award from Second Lady Karen Pence in April. Swensen serves as an American Red Cross volunteer nurse at the National Intrepid Center of Excellence in Fort Belvoir, Virginia, where she helps wounded combat vets who suffer from PTSD or TBIs. She is also completing a psychiatric DNP at George Mason University, all while being a military spouse and the mother of five.

**Dr. Beth Cole**, former college dean (2007–2012), celebrated her 75th birthday in March.

**Judy W. Hunter (BS '74)** is reaching 45 years as the labor/delivery nurse manager for Utah Valley Hospital (formerly Utah Valley Regional Medical Center). She has also served for 44 years as a Life Flight-registered nurse for high-risk obstetrics and as an outreach educator for the fetal heart monitoring program of the Association of Women's Health, Obstetric and Neonatal Nurses.

**Sandra Rogers (BS '74)** has served as BYU international vice president for more than 19 years. Last March, she was recognized on campus with the Alice Louise Reynolds Women in Scholarship Award.

**Brenda Judd Meek (AS '75)** has worked at St. Mark's Hospital for 35 years. She is currently a quality specialist with responsibilities that include VTE lead, tumor board facilitator, and cancer quality coordinator.

**Ellen Larson Laccoarce (AS '82)** reached 20 years of employment with University of Utah Hospitals and Clinics as an RN nursing supervisor at Parkway Center in Orem, Utah.

**Heidi V. Ferguson (BS '90)** is a 22-year lactation support volunteer with La Leche League International, as well as a public health nurse with the Utah County Health Department.

**Marci Madruga Kuhn (BS '93)** is celebrating 20 years as a registered nurse at Highland Ridge Hospital in Midvale, Utah.

**James S. Gowans (BS '92)** has enjoyed 25 years as an emergency-room registered nurse at Orem Community Hospital. Before 2014, he served as its ED manager for almost eight years. Since then he has worked as its clinical educator.

**Mykin Matson Higbee (BS '95)** graduated with a PhD in nursing from the University of Texas at Tyler in May 2017 and recently had

two concept analysis papers published. The first one is titled "Energy: A concept analysis from a nursing perspective," published fall 2017 in *Nursing Forum*; the second is titled "Concept analysis of unintended consequences," published spring 2018 in *Creative Nursing*.

**Bonnie LeFevre Jacklin (MS '95)** is completing her first year as senior nurse executive director for the Office of Patient Experience with Intermountain Healthcare, which has focused on establishing exceptional patient outcomes, safety, and patient care experiences.

**Beth S. Vanderwalker (BS '95)** was invited to present at BYU–Idaho's Power to Become conference in February and spent two days speaking with healthcare and nursing students about her career, finding passion, and nursing.

**Cherisse Marie Davis (BS '97)** recently celebrated 20 years working for University of Utah Health. She is currently the business operations director for perioperative and trauma services, but she started at the university as a capstone student in the main operating room, gradually taking on advancing roles.

**Tiffany Noss (BS '97)** graduated in May with an MSN degree with specialties in nursing education and care management from the University of Utah College of Nursing.

**Jared W. Ollerton (BS '98)** is a nurse anesthetist at Madison Anesthesia in Rexburg, Idaho.

**Katie C. Andersen (BS '08)** has spent the last five years as a registered nurse with Holistic Nursing Services in Los Angeles, California. She also works in the ICU/ER float pool at UCLA. Of interest, she practices Urban Zen Integrative Therapy with her patients, which incorporates Eastern healing modalities such as modified yoga, breath awareness, mindful meditation, reiki (touch-based healing), and aromatherapy to treat common symptoms of illness.

**Jennifer Stephenson Harlos (BS '08)** is a three-year lieutenant in the Commissioned Corps of the U.S. Public Health Service in Anchorage, Alaska. She has worked for seven years as a senior clinical nurse with the Alaska Native Medical Center.

KAREN PENCE (TWITTER ACCOUNT)

**Katie Bates (BS '10), Alice (A-hui) Fetzter (BS '14), and Ashley A. Langford (BS '11)** recently started the nursing master's program at Brigham Young University.

**Cami R. Schiel (BS '12)** completed a law degree last year from Brigham Young University focusing on geriatric nursing. She is driven to make a difference in healthcare by acting as a liaison between the clinical, business, and legal viewpoints, as well as by finding interdisciplinary solutions to complex healthcare issues.

**Chantal Marshall Wilkinson (BS '12)** recently became a clinical education specialist at Huntsville Hospital in Alabama. She is starting her fourth year as a clinical nursing instructor at Calhoun Community College at the Decatur, Alabama, campus.

**Kelsey Sax (BS '14)** is a clinical nurse at MedStar Washington Hospital Center in Washington, DC, and recently completed certifications for CCRN, ABLS (burn), and ATCN (trauma). From January to March of this year, she volunteered as a nurse on

board Mercy Ships—an international charity that sponsors a large non-governmental fleet of hospital ships—where she worked alongside plastic surgeons and orthopedic surgeons to fix basic bone malformations and cleft palates, perform burn scar revisions, and remove benign facial tumors.

Let your peers across the country know of your success and status. Email [nursingpr@byu.edu](mailto:nursingpr@byu.edu).

## IN MEMORIAM

“Live life when you have it. Life is a splendid gift; there is nothing small in it.”

—Florence Nightingale

The following life sketches are not vetted and were obtained from online obituaries; they are meant to highlight the nursing influence each offered as college alumni.

**Lana Brown (BS '63);** Provo, UT. During her time in the BYU nursing program, Lana acquired multiple sclerosis, but it did not keep her from completing her degrees. After being trained in physical rehabilitation at the Rusk Institute of Rehabilitation Medicine at NYU School of Medicine, she became director of rehabilitation at LDS Hospital until her MS became too severe. Years later, Lana started a nonprofit business and was instrumental in making sidewalks and buildings in Utah more wheelchair accessible. As her health improved, she returned to nursing and promoted home health from her wheelchair. She became the nurse educator for the new physical rehabilitation center at Utah Valley Hospital until 2001 and then directed the auto-tutorial laboratory (pre-nursing simulation lab) for the BYU College of Nursing until she stopped working in 2006. Lana, 77, died March 2018.

**Rosalie Mary Shepard (AS '65);** Gig Harbor, WA. Dr. Shepard was a child psychologist and founder of the Auburn Children's Psychological Clinic in Auburn, California. She devoted her life to her husband, Earl, and their four children and to helping others in need. Rosalie, 95, died October 2017.

**Judith Ann Onstott Tufts (AS '66);** Lehi, UT. While at BYU, Judy met and married Devon; they had 7 children and 21 grandchildren. She spent most of her career working as a labor and delivery nurse. Judith, 73, died January 2018.

**Bonnie Varell Criddle Stricklan (AS '71);** Taylorsville, UT. Bonnie became a registered nurse and worked for LDS Hospital for 9 years and Jordan Valley Medical Center West Valley Campus (then Pioneer Hospital) for 12 years. She was the director of nursing for West Valley Home Health Care Services for 21 years. In 1996 she received the Utah Nurse of the Year award (Intermountain Healthcare). Bonnie spent her life serving others personally and professionally. She and her husband, Bill, had four children and 12 grandchildren. Bonnie, 68, died February 2018.

**Dalene Smith Hurst (AS '73);** Lake Shore, UT. Dalene loved life and greeted each day with a smile. Her greatest joys included caring for her 6 children and 16 grandchildren with her husband of 44 years, Ray. She was proud of her heritage and honored her ancestors through service in the Daughters of the Utah Pioneers. Dalene, 65, died October 2017.

**Dorothy Frances Hafer Canada (BS '74);** Salt Lake City, UT. Dorothy had two lifelong dreams: to be a nurse and to write murder mysteries. She accomplished both. At age 52 she received a nursing degree, and at age 94 she published her first book. She was married for 70 years to her high school sweetheart, Harold. They raised 4 children and had 13 grandchildren, 9 great-grandchildren, and 4 great-great-grandchildren. She was a caring person who was known for her smile and laugh. Dorothy, 95, died November 2017.

**Diane Coates Murdock (AS '74);** Kennewick, WA. While at BYU she met and married Douglas; they later had 3 children and 11 grandchildren. She was a nurse at Utah Valley Hospital (then Utah Valley Regional Medical Center) until they moved to Chicago, where her husband continued his education in podiatry and Diane worked at

West Suburban Hospital Medical Center in Oak Park, Illinois. The family returned to Utah in 1981, and she worked at the University of Utah Hospital while Doug completed foot surgery residency. They moved to the Tri-Cities, Washington, area in 1985. Diane, 65, died April 2018.

**Marilyn Napoli Peterson (BS '74);** North Salt Lake, UT. The majority of her 35-year nursing career allowed various leadership positions at LDS Hospital. She was also able to share her knowledge with another generation of nurses as an adjunct faculty member at the BYU College of Nursing. She met her husband, Chet, at LDS Hospital, where he was also employed. They had 4 children and a granddaughter. Marilyn, 65, died February 2018.

**Stanley H. Thacker (AS '75);** Taylorsville, UT. Stan was an emergency room nurse at Salt Lake Regional Medical Center (then Holy Cross Hospital) for 35 years. He completed his career at the VA Salt Lake City Health Care System until his retirement in March 2013. Stanley, 69, died January 2018.

**Cyndi Kae Tanner Cutler (AS '79, BS '81);** Lehi, UT. Serving others sprang naturally from Cyndi's soul. For 17 years Cyndi helped others as a family nurse practitioner, changing and saving lives daily. She chose to leave that behind to raise her 4 children and 6 grandchildren with her husband, Brett. Cyndi, 59, died April 2018.

**Carol Bissegger Pia (MS '84);** Salt Lake City, UT. Carol was an accomplished nurse and worked for the Granite School District and Hartvigsen School for the disabled. Her accolades include manager of the Utah SIDS program, the 1985 Clinical Practice Award (Utah Nurses' Association), and the 1996 Annual Recognition Award (Utah Perinatal Association). Carol enjoyed doing historical medical research and transcribing her ancestor's journals in search of medical treatments and health issues. She was married to Maurice for 67 years and raised five children and 48 grandchildren. Carol, 85, died April 2018.



# Retiring Faculty

Three beloved individuals recently left the College of Nursing.

## Nursing Through Nurturing

Debbie Edmunds, MSNEd, RN, CNE



Assistant teaching professor Debbie Edmunds has helped hundreds of students along the pathway to nursing. Now, after eight years of teaching at the College of Nursing, Edmunds is leaving to serve another mission (Philippines) and spend more time with her 18 grandchildren.

Edmunds never planned on becoming a nurse; her childhood dream was to become a teacher. That dream got put on hold after she met Gary Edmunds in a high school

production of *The Fantasticks*. They wedded shortly after graduation in 1974.

She spent the next two decades raising the couple's seven children while her husband worked in the construction industry. Her experiences raising children sparked an interest in nursing, especially after she delivered a baby who was stillborn.

In 1994, Edmunds returned to school and began working on an associate degree in nursing at Salt Lake Community College. Edmunds went on to earn a bachelor's degree from BYU and a master's degree in nursing education from the University of Utah.

After working as a registered nurse, Edmunds got a job as a childbirth educator at Intermountain Healthcare, and her passion for teaching resurfaced. She taught as a clinical instructor at both the University of Utah and Utah Valley University. Then, in 2007, she was approached with a once-in-a-lifetime opportunity: organizing a licensed practical nurse (LPN) program for Mountainland Applied Technology College.

Edmunds went on to serve as director of her LPN program for four straight years. During that time she learned about teaching at BYU. In 2010 she began at BYU as a clinical instructor, and she became a full-time faculty member in 2012.

In July 2016, Edmunds began a twelve-month leave of absence to serve an LDS mission with her husband in Suva, Fiji. While there, she made dozens of connections with nurses and hospital directors that eventually provided the basic framework for the college's global health practicum in Fiji.

"It's been such a blessing to me to know that I've been an instrument in the Lord's hands to help people fulfill their dreams," Edmunds says of her BYU experience. "Being at this university has been wonderful. It's a great environment with devoted faculty and amazing students. It's something that I will dearly miss." ☑

## Goodbye to a Veteran Nurse

Ron S. Ulberg, MSNEd, RN, CCRN



To colleagues and students alike, the name Ronald Ulberg is synonymous with passion. During a profession spanning more than two decades, Ulberg combined his two passions—nursing and veterans. In December 2017, Ulberg retired from Brigham Young University.

Ulberg's nursing career started in 1988 when he became a licensed practical nurse after attending classes at Salt Lake Community College. He went on to get bachelor's and master's degrees in nursing from the University of Phoenix.

In 2002, Ulberg began working at BYU as an adjunct clinical instructor, helping students as they applied their skills in a hospital setting. He became an assistant teaching professor in 2005 and an associate teaching professor in 2011. Throughout his teaching career he inspired students with a love of nursing and a desire to help others.

"The students seemed to connect with him and appreciated his approach," says teaching professor Dr. Kent Blad.

Blad and Ulberg, who served together in the military, directed the veteran clinical practicum for their public and global health nursing course. The class focused on helping students understand the culture and lifestyle of military veterans and included an Honor Flight to Washington, DC.

In Ulberg's military background, he worked as a nurse in the 144th Evacuation Hospital of the Utah Army National Guard, which deployed to Saudi Arabia in Operation Desert Storm. His experiences motivated him to help nursing students gain increased empathy and respect for those who serve their country in the armed forces.

Besides nursing and veteran care, Ulberg is an avid Boy Scout volunteer and was awarded the Silver Beaver Award from the Great Salt Lake Council in 2015. He is the recipient of several other nursing and education awards, including ACLS Instructor of the Year in 2005, "Honoring Those Who Dare to Care" Honors for Nursing in 2007, and the Excellence in Education Award in 2009.

Although Ulberg will spend retirement with family and pursuing his hobbies, his passions for nursing and veterans will be long remembered at the College of Nursing. ☑

## Taking to New Heights

Debra K. Wing, MSNEd, RN, CNE



BARRY THORNBURG

From extreme sports and nursing to humanitarian work, assistant teaching professor Debra K. Wing is not afraid of trying new things. Now, after teaching at the College of Nursing for 11 years, she will again embrace something new: retirement.

Growing up, Wing watched her two older sisters study nursing and begin their careers. She wanted to become a nurse as well. However, in her freshman year at BYU, she

decided to study business instead at Stevens-Henager College. She married Kelly Wing on February 12, 1981.

After graduating with her business degree, Wing spent the next 10 years as a businesswoman. "Yet I always felt something was missing," she says, "so, with very small children, I went back to nursing school and finished my bachelor's." To help pay for her nursing degree, Wing joined the Air Force alongside her husband.

One of the things Wing enjoyed most about her military nursing career was doing clinical oversight for EMEDS training. In this role she instructed hundreds of National Guard and Army Reserve medical personnel on how to provide support in war zones. She also worked with Homeland Security to train national disaster-relief organizations on how to respond to every kind of disaster, from hurricanes to hostage situations.

Throughout her career Wing took on new nursing roles, including beginning as a simulation instructor at BYU in 2007. In 2015, Wing took a short break from teaching to serve as a mission nurse for the LDS Korea Seoul Mission.

Wing's plans for retirement include working with several organizations to teach medical education in developing countries. "I'll be leaving the university, but I'm not leaving nursing," she says. Wing has worked with Healing Hands for Haiti and IVUmed in past humanitarian efforts and intends to resume those efforts. Furthermore, Wing will continue to volunteer regularly at the Provo Food and Care Coalition. She and her husband also want to serve another mission.

Reflecting on her experience as a nurse, she says, "What made my nursing career worthwhile was the opportunity I had to serve people every day. I love that experience of giving of myself. There's a reward that comes from caring that's far greater than monetary rewards." ☑

STEVEN TIBBITTS, CURTIS NEWMAN

# New Appointment

## Alumni Board Leadership Changes

Curtis C. Newman



The College of Nursing recently appointed a new chair to lead its alumni association board.

Curtis C. Newman (AS '83) of South Jordan, Utah, will oversee the volunteer committee and support the alumni networking efforts of the college. He currently serves as director of care management

for the Union Pacific Railroad Employees Health Systems and spent the last 35 years with University of Utah Health as its director of specialty services, risk management, or clinical operations roles. His education includes an MBA with an emphasis in marketing from Brigham Young University and a juris doctor degree from the University of Idaho College of Law. Newman joined the alumni board in 2013.

"The future of nursing at BYU is bright," says Newman. "As my generation prepares to pass the baton to the next generation of nurses, I look forward to adding these new students to our rolls and reconnecting with current nursing alumni."

The outgoing chair is Jean M. Bigelow (AS '80, BS '82) of Murray, Utah. She is a quality consultant for the Intermountain Medical Center Office of Patient Experience.

Under her leadership the college alumni board has expanded the number of opportunities for alumni to network and connect in events such as the annual Night of Nursing (alumni gatherings in local communities), the semiannual Speed "Nurseworking" Luncheons, the homecoming alumni service project, a wig workshop for The Magic Yarn Project, and a board-sponsored luncheon during BYU Women's Conference.

Bigelow believes the greatest honor of serving as the chair was the gift of being associated with an organization committed to blessing lives in the manner of Jesus Christ. Additionally, she had the opportunity to speak at each college convocation and welcome students into the association, as well as celebrate their receiving a nursing pin.

The college alumni board meets each month during the academic year (either in person or via a conference call) and considers ways to expand the association's influence with nursing alumni. If you would like to be part of this group, please contact nursingpr@byu.edu for details. ☑



# The Faith to Do His Will

By **Erica Ostergar**, University Communications

Associate professor Dr. Karlen (Beth) E. Luthy recently spoke at a BYU devotional about having faith even during times of suffering.

To begin her address, Luthy invited attendees to go on a journey with her by remembering a time when they were surviving a difficult trial. She taught that the pain and suffering of our trials are a part of what Jesus felt when He entered the inhospitable conditions of the Garden of Gethsemane to suffer for all mankind. Jesus submitted Himself to the Father's will even though it meant He would suffer.

So, Luthy asked, "How can we have the faith and the strength to follow the Savior's example, willingly submitting to our Father's will even when we are in the throes of despair?" She shared two tips.

### Understanding the Purpose of Suffering

In order to submit to His will, Luthy said that we first understand the purpose of suffering. Humans are conditioned to avoid suffering, but there is suffering all around us. So why does Heavenly Father allow us to suffer? Because it allows us to grow.

"When we suffer, there is something deep within our soul that changes, breaks, and then softens. We learn, firsthand, lessons about pain, anguish, misery, and

**Jesus submitted Himself to the Father's will even though it meant He would suffer.**

torment, and then, because we know what it feels like to be wounded, we have compassion for others who are suffering and can help to heal them," said Luthy.

"Essentially, our loving Heavenly Father uses times of suffering to transform us into an instrument in His hands—an instrument that, armed with a newly developed nobility of spirit, is compelled to help relieve the suffering of His children."

### Trusting in the Lord

Luthy also recommended trusting in the Lord. He is good, and He can guide us through our struggles.

"[It] may seem a little messy from our limited and earthly perspective, but Heavenly Father knows exactly how to guide us to a better destination," said Luthy.

Luthy shared a personal story about a time she suffered and had to trust in the Lord. When her son Michael was born, she and her family went through a painful experience. At birth, Michael's

bile ducts were damaged, which led to problems with his liver and caused him to need intense medical care. The family had to move. Michael had a failing liver, then a severe infection, and was even in a coma for a time. Before another surgery, Michael's father gave him a blessing and turned his fate over to the Lord.

Luthy and her husband trusted in the Lord, even if it meant sending Michael home to Him. They knew God was good. And in the end, Michael didn't need the

**"Suffering . . . transform[s] us into an instrument in His hands. . . . Armed with a newly developed nobility of spirit, [we are] compelled to help relieve the suffering of His children."**

surgery. He began to stabilize and eventually recovered. This experience of suffering, however, helped Luthy realize that she needed to have faith in God.

Luthy concluded by saying, "When you are asked to take a journey to the lowest part of the valley, to your own personal Gethsemane, have faith. Don't stop believing. Keep on going! And always look for the sweet spring of living water to sustain you during the most troubling times." ☩

*This article is adapted from Luthy's devotional address, given June 12, 2018. The full text is available at [speeches.byu.edu](https://speeches.byu.edu).*

Dr. Beth Luthy with her favorite patient (and grandson).



ANDREW HOLMAN

REBEKAH BAKER / BYU PHOTO

# A Lifelong Goal of Serving Others

By **Mindy Longhurst**

Associate teaching professor Dr. Shelly J. Reed (AS '81, BS '84) grew up on a farm in southwestern Idaho. Even though she is from a small town, she always had big dreams to become a nurse and help people. This attitude and approach sum up the way she conquers life—with positivity and by using her life to bless others around her.

As a 16-year-old, Reed had an experience that shaped the course of her life. While she was volunteering at a local hospital, one of the doctors invited her to see a baby being born. Reed says, "We got to see the delivery, and it was the coolest thing I had ever seen. I just knew that I wanted to be a labor and delivery nurse after that. I was certain of my career path after seeing the birth."

Since then, Reed has continued to learn about nursing while helping others along the way (most recently by completing a PhD in nursing education from the University of Nevada, Las Vegas). Despite keeping busy with her schedule at BYU (and supporting students with clinical work in a Salt Lake Hospital and a four-week clinical practicum in Tonga), she finds time to complete 12-hour shifts as a family nurse practitioner for OB Emergency Services at the University of Utah Medical Center every other week. She enjoys supporting the mothers of newborns and being there for the miraculous experience of childbirth.

**"We got to see the delivery, and it was the coolest thing I had ever seen. . . . I was certain of my career path after seeing the birth."**

—Shelly Reed

Outside of the college, Reed has served on several humanitarian trips teaching maternal and newborn classes with teams from the LDS Church's Humanitarian

Department. She learned Spanish as an adult and has been able to teach with teams in Ecuador, Nicaragua, Paraguay, and Guatemala. "It is difficult to instruct in Spanish because I learned it a little later in life. Plus, medical language is very technical and can be hard to teach in Spanish," she says, "But I have prayed hard to have the gift of tongues. Although I wouldn't say I received it, the Lord has helped me throughout the process."

Her faculty area of study focuses specifically on simulation debriefing research. Reed developed an instrument, or "debriefing experience scale" and has shared this tool with researchers around the world (see the fall 2015 magazine for the related story).

Besides nursing, she has another passion for helping others: family history and temple work. She began this hobby eight years ago while serving as a young women leader when an activity taught their group how to participate in family history.

"The temple is my favorite thing," says Reed. "Organizing genealogies is one of the best ways to spend free time; while researching and finding names of relatives, one can feel connected and overjoyed."

Reed even has a goal of attending 60 LDS temples before she turns 60. Although a few

years away from her deadline, she has already visited 58 temples and should finish her goal in 2019. Reed loves being able to serve in the temple for those who



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have passed on, especially for her ancestors. It is fun for her to realize that she spends most of her "me" time on family history and going to the temple.

She is married and is the proud mother of seven children and grandmother of four.

Throughout a successful career, Reed continues to focus on the amazing experience she had as a youth; that one opportunity has led to her doing marvelous things in the world of nursing. ☩



# BYU Study Uncovers Inaccurate Nicotine Labels

**Katreena Merrill**, Associate Professor, RN PhD



A recent BYU study suggests that electronic cigarettes (EC) users may be getting more than they paid for—up to twenty times more. The study, conducted last year by BYU College of Nursing associate professor Dr. Katreena C. Merrill (AS '83, BS '85) and graduate student Barrett H. Raymond (MS '17), found the nicotine content of several U.S. EC solutions to be significantly higher than advertised. The study was among the first of its kind to focus on prominent U.S. EC manufacturers.

The consumable component to EC is a liquid solution that contains four major ingredients: vegetable glycerin, propylene glycol, nicotine, and flavoring. These ingredients are mixed into solution by large manufacturers or at small, local retail shops and in turn sold to consumers via online websites or retail stores. These mixtures are potentially prepared by people with little to no formal training, resulting in varying levels of accuracy and consistency.

Merrill received a college grant for the project and was the chair of Raymond's thesis committee. Together they designed the study and identified the seven most popular EC manufacturers based in the U.S. using a Google search. They purchased samples of the five most popular flavors from each manufacturer in nicotine concentrations of 0 and 18 mg/mL.

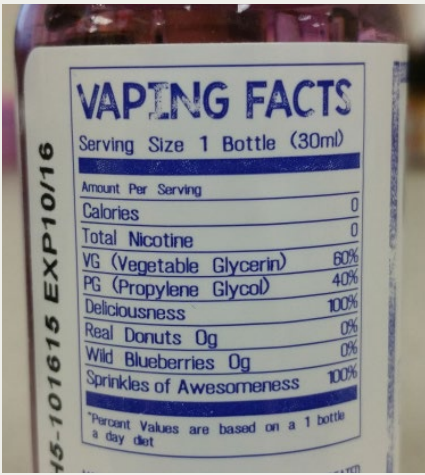
In collaboration with the BYU Chemistry Department, Dr. Roger G. Harrison tested the different samples. He anonymized the labels so that they could not tell the nicotine content to start with and then tested the nicotine content in each sample to see if it matched what was on the label. The results were unexpected.

Of the thirty-five 18 mg/mL samples tested, they found that most of them varied from 35 percent below the stated nicotine amount to 53 percent higher than the stated amount. "To give you an idea of this variance," says Raymond, "one of the manufacturers told us that the acceptable range of tolerance for nicotine levels is plus or minus 10 percent. Most of our findings fell outside of this range."

However, the real surprise came in the results for the "nicotine-free" samples. Of the thirty-five 0 mg/mL samples, almost all of them (91 percent) contained at least a trace amount of nicotine. Four of these samples contained more than 20 mg/mL of nicotine.

"Upon hearing of our research, I had a major manufacturer contact me to inquire which website sold his product," says Raymond. "The company wanted to follow up with them to ensure their materials were mixed properly and represented accurately."

This study demonstrates the nicotine labeling inaccuracies present in current EC liquids produced in the United States.



Content may not match the product labels.

Incorrect labeling poses a significant risk to consumers and supports the recent regulation changes enacted by the U.S. Food and Drug Administration. Additional routine testing of nicotine concentrations should be conducted to evaluate the effectiveness of the regulations on future EC liquid production.

Many healthcare providers are also unaware of the differences between smoking tobacco cigarettes and EC use. Healthcare providers must be informed and be able to share accurate information about the possible health risks of EC, including the risks inherent in a solution that is mixed without adequate safeguards to ensure accurate levels of nicotine in the liquid.

These researchers want people to pay a little more attention to EC and to realize they are not necessarily a healthy alternative to smoking tobacco cigarettes. They also want the FDA to respond and decide to regulate EC. Perhaps this study will be part of that discussion.

In March 2017, Raymond gave a podium presentation at an international tobacco conference in Italy. Both authors published their findings last December in the *Journal of Addiction Medicine*. ☒



Merrill and Raymond studied the nicotine level of ingredients in EC solutions.

# Improving Communication in the Trauma Room

**Ryan Rasmussen**, Assistant Teaching Professor, MS, BSN, ADN



The trauma unit in a hospital may be chaotic. With so many providers, nurses, and specialists all taking care of one patient, it can be overwhelming. The breakdown in communication between providers and nurses is one of the leading causes of sentinel events and adverse outcomes.

As part of his PhD degree at the University of Arizona (UA), assistant teaching professor Ryan Rasmussen (MS '11) is studying communication in emergency trauma rooms. His study, which is currently obtaining institutional review board approval from three committees (UA, BYU, and a local Utah hospital), seeks to understand how members of trauma teams communicate while caring for trauma patients.

His initial literature review found that 150,000 deaths and 3,000,000 non-fatal injuries in the United States occur annually as a result of trauma, which is the leading cause of death for individuals under 46 years of age and the number-four cause of death among all age groups. The database search discovered 44 papers, with nine meeting the inclusion criteria. From those papers the following themes associated with communication emerged: leadership styles, crew resource management (CRM), simulation, and debriefings.

Each paper identified communication as an issue in the trauma room. CRM includes elements of the other emergent

themes from the state of the science; therefore, CRM will be the focus of future research to increase effective team communication within the trauma room.

Rasmussen's leadership and contribution to the nursing industry extend beyond his dissertation research.

For a different project, Rasmussen worked with two peers—assistant teaching professors Craig Nuttall (MS '11) and Scott Summers (MS '11)—to collaborate with Janie Jensen (BS '17) and sixth-semester student Ashley Dyer to create a mobile phone app that helps people determine if someone has sustained a concussion. Developing an app that reaches its target audience is a hard task, but with the help of these individuals, the team made it happen.

Rasmussen is the college's new international studies coordinator of the Clinical Practicum Public and Global Health Nursing course, replacing teaching professor Dr. Sheri P. Palmer (AS '81, BS '84). He recently returned from his fifth global health session in Taiwan, where he assisted a group of BYU nursing students in learning how other parts of the world administer health care. (See a story about a similar group on page 18 of the fall 2017 college magazine: nursing.byu.edu/Content/development/fall2017-online.pdf.)

He is also the course coordinator for a graduate course in informatics and healthcare technology. His instruction helps students use current and emerging technologies in the care environment to

**"[Rasmussen] wants to fix problems, and so he does not see research as the end. . . . He is researching so that it benefits someone."**

support lifelong learning for self and others, as well as to optimize patient safety, cost-effectiveness, and health outcomes.

Outside of the university, Rasmussen works for two local hospice organizations as a nurse practitioner. He serves as the research chair for the Utah Emergency Nurses Association, as a committee member for the Nursing Informatics Working Group of the American Medical Informatics Association, and as a member of the Emergency Nurses Association and the American Academy of Nurse Practitioners.

Last year Rasmussen was recognized with an Excellence in Research award from the Utah Nurse Practitioners Association.

Nuttall says that Rasmussen received the award because he has great ideas, a talent for thinking things through, and the ability to recognize problems. "He wants to fix problems, and so he does not see research as the end; he sees it as a means to fixing problems. He is researching so that it benefits someone, and that is what makes him a great associate."

Rasmussen's relatives are also contributing to the local nursing community. There are three generations of BYU nursing alumni in his family. Rasmussen's mother-in-law, Nancy Thygerson Trapnell (BS '65), has worked as a hospice nurse for more than 30 years. His wife, Laurie Trapnell Rasmussen (BS '90), works at Central Utah Surgical Center in Provo, and their daughter Lauren R. Young is starting her fifth semester in the nursing program. ☒

**His initial literature review found that 150,000 deaths and 3,000,000 nonfatal injuries in the United States occur annually as a result of trauma, which is the leading cause of death for individuals under 46 years of age.**

TOP LEFT: CHANCE HANSEN, OTHERS; BARRETT RAYMOND

BARRY THORNBURG



# Faculty Achievements

College of Nursing faculty members continue to showcase their dedication to and expertise in the healthcare industry through a variety of achievements and publications. Following are a few notable examples of what they have accomplished.

JOURNAL ARTICLES PUBLISHED		
<b>Bateman, M. A.,* &amp; Merrill, K. C.</b> (2018). Evidence-based strategies for treatment and referral of chronic pain in primary care. <i>All Student Publications</i> . 233. scholarsarchive.byu.edu /studentpub/233	J. (2018). Forensic nursing state of the science: Research and practice opportunities. <i>Journal of Forensic Nursing</i> , 14(1), 3–10. doi:10.1097/JJFN.0000000000000181	recall questionnaire for children. <i>Journal for Specialists in Pediatric Nursing</i> . doi:10.1111/jjspn.12207
<b>Beckstrand, R. L., Corbett, E. M.,* Macintosh, J. L., Luthy, K. E., &amp; Rasmussen, R. J.</b> (2018). Emergency nurses’ department design recommendations for improved end-of-life care. <i>Journal of Emergency Nursing</i> . Available online 12 July 2018. doi:10.1016/j.jen.2018.05.014	<b>Cope, W. A.,* Himes, D. O., &amp; Peterson, N. E.</b> (2018). Sharing information in families at risk for genetic disorders: A systematic review of the literature. <i>All Student Publications</i> . 236. scholarsarchive.byu.edu/studentpub/236	Livingston, E., & <b>Merrill, K. C.</b> (2018). Effectiveness of integrative restoration (iRest) yoga nidra on mindfulness, sleep, and pain in health care workers. <i>Holistic Nursing Practice</i> , 32(3), 160–166. doi:10.1097/HNP.0000000000000266
<b>Broby, N.,* Lassetter, J. H., Williams, M., &amp; Winters, B. A.</b> (2018). Effective international medical disaster relief: A qualitative descriptive study. <i>Prehospital and Disaster Medicine</i> , 33(2), 119–126.	Hassankhani, H., Haririan, H., Porter, J. E., & <b>Heaston, S.</b> (2018). Cultural aspects of death notification following cardiopulmonary resuscitation. <i>Journal of Advanced Nursing</i> . doi:10.1111/jan.13558 [Epub ahead of print]	<b>Lyman, B., Ethington, K. M.,† King, C.,* Jacobs, J. D.,* &amp; Lundeen, H.</b> (2017). Organizational learning in a cardiac intensive care unit: A learning history. <i>Dimensions of Critical Care Nursing</i> , 36(2), 78–86. doi:10.1097/DCC.0000000000000233
<b>Callister, L. C.‡</b> (2018). Midwives for Haiti. MCN: The American Journal of Maternal/Child Nursing, 43(2), 114. doi:10.1097/NMC.0000000000000412	<b>Heise, B. A.,‡ Wing D. K., &amp; Hullinger A. H. R.†</b> (2018). My patient died: A national study of nursing students’ perceptions after experiencing a patient death. <i>Nursing Education Perspectives</i> . Available online 07 June 2018. doi:10.1097/01.NEP.0000000000000335	<b>Peterson, N. E.,</b> Sirard, J. R., Kulbok, P. A., DeBoer, M. D., & Erickson, J. M. (2018). Sedentary behavior and physical activity of young adult university students. <i>Research in Nursing &amp; Health</i> . doi:10.1002/nur.21845
<b>Callister, L. C.‡</b> (2018). Remember the mothers: The safe motherhood quilt project. MCN: The American Journal of Maternal/Child Nursing, 43(3), 174. doi:10.1097/NMC.0000000000000424	<b>Hobbs, T.,* &amp; Winters, B. A.</b> (2018). Eliminating opioid use in the treatment of chronic lower-back pain. <i>All Student Publications</i> . 229. scholarsarchive.byu.edu/studentpub/229	<b>Raymond, B. H.,* Merrill, K. C.,</b> Harrison, R. G., <b>Jarvis, S. D., &amp; Rasmussen, R. J.</b> (2018). The nicotine content of a sample of e-cigarette liquid manufactured in the United States. <i>Journal of Addiction Medicine</i> , 12(2), 127–131. doi:10.1097/ADM.0000000000000376
<b>Callister, L. C.‡</b> (2018). The tragedy of stillbirths globally. MCN: The American Journal of Maternal/Child Nursing, 43(1), 54. doi:10.1097/NMC.0000000000000393	<b>Lassetter, J. H.,</b> Macintosh, C. I., <b>Williams, M.,</b> Driessnack, M., <b>Ray, G., &amp; Wisco, J. J.</b> (2018). Psychometric testing of the healthy eating and physical activity self-efficacy questionnaire and the healthy eating and physical activity behavior	<b>Williams, N. H.,* Miles, L., Luthy, K. E., &amp; Eden, L. M.</b> (2018). Adult vaccination rates in the severely mentally ill population: An improvement project in an outpatient setting in Utah. <i>All Student Publications</i> . 235. scholarsarchive.byu.edu /studentpub/235
Drake, S. A., Koetting, C., Thimsen, K., Downing, N., Porta, C., <b>Valentine, J. L., . . . &amp; Engebretson,</b>		

PRESENTATIONS DELIVERED		
<b>Anderson, A.,* Beus, K.,* Hunsaker, S., Shawcroft, C.,* Thomas, T., &amp; Weeks, S.*</b> (2018, June 20). Bringing TeamSTEPPS into the classroom and beyond: Simple strategies to enhance student and faculty engagement. Podium presentation at American Hospital Association Team Training national conference, San Diego, CA.	<b>Davis, S.,* Himes, D. O., Petersen, N. E., Lassetter, J. H.,</b> F. Clayton, M., & Kinney, M. (2018, April 13). Knowledge of breast cancer genetics: How much do family members know?²	<b>Jackson, N.,* &amp; Himes, D. O.</b> (2018, April 13). Transforming health through precision medicine: Content analysis of U.S. guidelines.²
<b>Anderson, P.</b> (2018, May 1). Poverty simulation implementations: Lessons we have learned. Podium presentation at Association of Public Health Nurses annual conference, Little Rock, AR.	Forsyth, S., <b>Merrill, K. C.,</b> & Sumner, S. (2018, June 13). Antibiotic stewardship: The unexplored role of the staff nurse. Podium presentation at Association for Practitioners in Infection Prevention annual conference, Minneapolis, MN.	<b>Lassetter, J. H., &amp; LeCheminant, J.*</b> (2018, April 14). Native Hawaiian and Pacific Islanders’ BMI and other health indicators.²
Christensen, K. M., & <b>Eden, L. M.</b> (2018, July 19). Health promotion in school-age children: Barriers to the school nurse’s role during a disease outbreak. Podium presentation at the 29th International Nursing Research Congress, Sigma Theta Tau International, Melbourne, Australia.	<b>Himes, D. O., Grenfell, L.,* &amp; Macintosh, M. L.</b> (2018, April 14). NICU nurses’ role in communication of multigene test results.²	<b>Lewis, B.,* &amp; Peterson, N. E.</b> (2018, April 13). Validation of activity trackers in a laboratory setting with young adults.²
	<b>Hunsaker, S., &amp; Thomas, M.</b> (2018, April 12). Weaving TeamSTEPPS concepts throughout a nursing curriculum.²	<b>Lyman, B., Hammond, E.,* &amp; Cox, J.*</b> (2018, April 13). Organizational learning in health systems: A concept analysis.¹
	<b>Hunsaker, S., Wilkerson, A.,*&amp; Peterson, N. E.</b> (2018, April 13). Does a standardized hand-off tool improve nursing communication?²	<b>Lyman, B., Hammond, E.,* Jacobs, J. D.,* &amp; Gunn, M.*</b> (2018, April 13). Organizational learning in inpatient hospitals: A systematic review of the literature.¹

**Macintosh, J. L.** (2018, Feb 26). Mindfulness. Podium presentation at Brigham Young University College of Nursing’s Professionalism Conference, Provo, UT.

**Marshall, E. J.,\* & Eden, L. M.** (2018, July 21). Parent education initiatives: Standardized education for parents requesting an immunization exemption for school entry in Utah. Podium presentation at the 29th International Nursing Research Congress, Sigma Theta Tau International, Melbourne, Australia.

**Merrill, K. C.,** Williams, P., Burton, A., & **Jacobs, J.\*** (2018, April 14). Effect of an interprofessional education course on undergraduate students attitudes.¹

**Newman, R.** (2018, Feb 26). Feel the pressure, relieve the pain. Podium presentation at Brigham Young University College of Nursing’s Professionalism Conference, Provo, UT.

## HONORS

Three faculty promotions to teaching professor include **Cheryl Corbett**, **Dr. Sondra Heaston**, and **Karen Lundberg**. The following faculty members received continuing faculty status and were advanced as indicated: **Dr. Janelle Macintosh**, associate professor; **Gaye Ray**, associate teaching professor; and **Dr. Blaine Winters**, associate teaching professor.

**Ray** received the Excellence in Teaching Award from the BYU Faculty Women’s Association.

The College of Nursing awarded the Mary Ellen Edmunds “Learning the Healer’s Art” Fellowship to associate teaching professor **Dr. Leslie Miles**. This three-year fellowship includes a \$16,500 fund; a new fellow is selected each academic year.

Other top funding recognitions included associate professor **Dr. Beth Luthy**, assistant teaching professor **Lacey Eden**, **Ray**, **Macintosh**, and professor **Dr. Renea Beckstrand**, who were given the Dr. Elaine D. Dyer Research Endowment Award; **Eden**, **Macintosh**, **Luthy**, and **Beckstrand** received the Myrtie Fulton Endowed Membership Award.

## APPOINTMENTS

Associate teaching professor **Dr. Peggy Anderson** was appointed as the college’s undergraduate program coordinator, replacing associate teaching professor **Debbie Mills**. **Dr. Beth Luthy** will now be the graduate program coordinator, following the retirement of associate professor **Dr. Donna Freeborn**.

**Luthy** was also asked to be an editorial board member for the *Journal of Perinatal and Neonatal Nursing*.

**Nuttall, C.** (2018, June 29). Concussion update: A review of the current sports-related concussion guidelines. Podium presentation at American Association of Nurse Practitioners national conference, Denver, CO.

**Ray, G., Ruda, P., Boyd, B.,\* Tipton, M.,\* & Pruitt, A.\*** (2018, April 12). Student nurses develop cultural humility through transcultural experience in Czechia.²

**Ray, G., Whitt, K.,† & Bretzing, L.\*** (2018, April 12). What are the most important characteristics of a family health history tool?²

**Ray, G., Wing, D., McNeil, M.,† & Shawcroft, C.\*** (2018, April 14). Poverty simulation: Students’ impactful moments.²

**Reed, S.** (2018, June 14). Development of a new instrument to evaluate simulation debriefing. Podium presentation at International Nursing

Association for Clinical Simulation and Learning annual conference, Toronto, Canada.

**Sorensen, D.,\* & Peterson, N. E.** (2018, April 13). Preoperative physical activity level and outcomes in geriatric cardiac surgery patients: A pilot study.²

**Valentine, J. L.,** & Miles, S. (2018, February 23). Utah quick kit (UQuiK): A collaborative program on the sexual assault kit analysis process. Podium presentation at American Academy of Forensic Sciences annual scientific meeting, Seattle, WA.

**Notes:**  
1 Podium presentation at Western Institute of Nursing annual conference, Spokane, WA.  
2 Poster presentation at Western Institute of Nursing annual conference, Spokane, WA..

\*Denotes current BYU nursing student (BS or MS)  
†Denotes BYU nursing alumnus  
‡Denotes emeritus faculty member

Associate teaching professor **Dr. Shelly Reed** completed electronic fetal monitoring certification from the National Certification Corporation.

Nursing learning center supervisor **Colleen Tingey** was presented a 10-year service award from the university; public relations supervisor **Jeff L. Peery** received a 5-year service award.

The college earned a gold-level Healthy Department Award in March from the BYU Wellness Department.

Additional online recognition came from TheKnowledgeReview.com, which ranked BYU the number 1 most-preferred nursing program; GraduateNursingEdu.org, which listed the college number 44 among the 100 most social media-friendly nursing schools in the nation; Niche.com, which listed the college number 19 among the 50 best colleges for nursing; and BestValueSchools.com, which listed the program at number 22 for best value colleges for a nursing degree.

The Beta Blockers—a 14-woman squad of fifth-semester nursing students—won the BYU women’s intramural basketball championships in April.

**Dr. Leslie Miles** became the forensic council cochair of the American Psychiatric Nurses Association.

Representing the college on the National Student Nurses’ Association board is Ashley Dyer. She is its nominating and elections committee chair. Elected positions to the Utah Student Nurses’ Association board include Joanna Ostler and Michael Scott.





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[nursing.byu.edu](http://nursing.byu.edu)

## Nursing Class of 1958 60-Year Reunion

May 2018

